

Transforming a Culture resistant to change

A DIET Jorhat initiative for the year 2024-25 and 2025-26 Based on contextualization of NEP-2020, training inputs, teacher need and current analysis on NAS 21 and Gunotsav 22 data for Jorhat District

Change Goals for DIET Jorhat:

Implement Teacher Education Reforms in DIET.

Training to Teach for Equity and Excellence.

Teach for equity and Excellence in schools.

Children learn more and contribute to economic and democratic development.

KEY PRINCIPLES

TEACHER PROFESSIONALISM:

Teachers have a responsibility to achieve the best possible outcomes for their students by continuously learning and updating their practice by being an everyday, reliable, well-prepared presence in classrooms and by demonstrating humane commitment to the welfare of the whole child.

INCLUSION:

Teachers must have a rich toolbox of pedagogical strategies. They must understand child development theories of learning and be sensitively attuned to the cultural profiles and social conditions of the children they teach. They must be so well practiced in their craft that they can quickly pick just the right strategy for the right child in a particular moment of struggle or comprehension. They feel an ethical duty to help all their students succeed, without respect to gender, class, religion or ethnicity.

WORLD IN MY ROOM:

School is the nursery of democracy, the first place where society actively models for children, how diverse people outside of one' family live together in justice and harmony. In every classroom, teacher creates a miniature society that models the highest ideals of their cultures. In our country or any other country, teachers are responsible to help children internalize the values of civil rights, mutual respect, equality and responsibility for the common good celebrated in the national constitution.

To be successful in a 21st century classroom, the students are expected to

- Contribute to the existing body of knowledge by challenging and exploring it.
- Choose their own topic for papers and projects.
- Decide what courses you take and how you relate them to your professional goal.
- Be critical thinkers.
- Offer personal response, criticism and analysis of expert texts.
- Dream big, work hard and control your own destiny.

CURRENT REALITY

Our experience with 125 Primary/MV schools in Jorhat District, Assam provides rich inputs to meet school level challenges. On the basis of a particular approach of learning management (i.e. Multi Grade Multi Level methodology), we wanted to look at problems faced by teachers in a more unbiased manner. Because of the steady increase in the number of Small schools in Jorhat district except in the Tea garden area, we had no other alternative but to introduce Multi-grade and multi-level (MGML) approach in selected locations. In our effort to understand field reality DIET Jorhat had tried to develop schools in remote areas of Golaghat and Udalguri District(25 schools).Special school centres where deprived students are provided residential facilities and which falls under SSA, Assam have been also supported by DIET Jorhat. This exercise has given us ample opportunity to examine why our children learn little and why our teachers are so unhappy.

Can we really hold our teachers responsible for inadequate learning taking place in the school? This was one of our queries. What we saw in the schools is contrary to our expectations is the teachers are all interested, willing to work hard and possess a mind for change. The size of the school building, fund, campus, academic support system, official works, and many other related factors when judged from the premise of quality - a teacher has to pass each day with little or no motivation. Because of our lack of insight in to what is learning and what it implies, our investment on education attends the superficial aspects of change and which ultimately makes thing worse. Our school building is narrow and unfit for learning activities, school campus is inadequate, the strategies adopted to ensure community participation is not for community people being responsible for what they choose. In the planning meets, we discuss about the problems and not about solutions. There are many dichotomies around the key issues. If we could settle at least a few dichotomies at the policy level, we could expect some positive change in the school culture.

Context and Rationale

The Jorhat DIET is located in a low-income area in Jorhat, Assam. At this DIET, we have approximately 200 students enrolled in two-year program, (B.Ed. and D.El.Ed.) of study that prepares them to become primary and secondary school teachers in schools. The Institute leads a faculty of 21 teacher educators, who lead the teacher education program and arrange for our students to undergo field experiences of 1 year duration in local schools.

In our effort to strengthen teacher development package, we have already engaged ourselves for 10 years in developing NCF compliant schools and an effective teaching learning approach. This knowledge has informed our teacher empowerment exercise. Our reform strategies are spread over three mutually dependent and bounded operational areas-**Community ownership, learner friendly school and teacher empowerment**. However, this is the ripe time to reconsider our existing strategies and incorporate fresh inputs in to our strategic framework to strengthen the process that ensures growth of a professional learning community putting Teacher Educators in the kin-pin.

Four operational fronts where we work: Steps followed for moving from strength to strength.

1. Shared vision about good teaching.
2. Democratic and inclusive practices being introduced in classes.
3. Criterion based assessment mechanism.
4. Contextualization of new practices through field trialing, self – appraisal and Professional development

The new practices to strengthen “school Internship” proved impressive and useful. It included formation of mentor group, three phased support to trainees in classroom transaction. Introduction of co teaching, development of classroom as a subject wise Resource Room so that concerned teacher can display the good things adopted/adapted in her classroom and students move from Resource Room to Resource Room, Flexible class routine and time limit (minimum-90 minutes and maximum 120 minutes),

The whole process helped in the internalization **of important indicators** for an adhoc **teacher standard framework** for DIET Jorhat.

We are now striving to receive some gains with the following objectives in mind-

Our Teacher Educators in DIET Jorhat understand the nuances of practices and methodologies being emphasised in NEP 2020 and adapt these to our contexts and use to enhance capabilities of current and future Teachers.

In the documentation of this proposal, a model for developing the capacity of teacher Educators that our state can adapt and adopt as a critical driver of the State’ mission to transform school Education may be conceived.

Expected outcome:

- ✓ 15 schools in the Lower Primary and 15 schools in the Upper Primary level will be promoted as knowledge Hub by the Teacher Trainees and Teacher Educators.
- ✓ Expansion of 4 model village. One village in each educational block.
- ✓ 5 clusters will be promoted as Model cluster.
- ✓ Reading Hub will be promoted at DIET Titabar for conducting Researches.
- ✓ ICT assisted pedagogy at DIET for Teacher Trainees.
- ✓ Using data received from NAS and Gunotsav reports to improve learning in identified schools.

The year 2024-25 has been conceived as a year of consolidation of gains experienced due to contextualization of important key inputs from National level interventions. The year 2024-25 will be a year of collective learning when DIET and practicing teachers will conduct research on key issues such as Teachers’ self assessment, developing Teacher Standards, designing effective teaching pedagogy in a partnership basis.

School Standards will further be modified with the active involvement of stakeholders to make NEP 2020 compliant. All supportive measures will be comprehensively planned and implemented.

Cooperation with ICT Education will further be strengthened to open up Knowledge Hub in both LP and UP level schools

Important Findings from studies conducted in 2021-22 and school monitoring:

One time training does not help a teacher to take up this challenge - school based support for a considerable period of time only helps a school to understand and take part in the change intervention willingly. School Cluster is the bottom line unit of change. For this Teachers need constant support through ICT based modalities.

Training without a context is wastage of time and energy. Our intervention is pitched against the actual demand of the institute concerned and teachers need.

Emerging

If we are successful with some Primary schools, it carries little meaning in terms of real success capable of changing a stagnant culture. The students who move to higher classes and join either a ME /MV or secondary school meet frustration when they do not find a single new practice they are familiar with. What we need to develop is a Model composite school where the students move from the Primary section to higher ones as per NEP 2020. If new practices can be introduced in such school, the students move from strength to strength and become responsible for the end result. We have proposed for developing Model schools in Upper Primary sector. To work with such a Composite school is a real challenge as the teachers owe their allegiance to different departmental set up. As there are no supportive policies in place, we have no other way than to motivate the administrator and the faculty staff bit by bit building on small successes.

Training with a context is meaningful. Training leads to development when the participant is aware about where the new inputs will fit in to and why.

Teacher training is very different from other training programmes. Here the trainer talks about the theories but the trainees are required to grasp the theories as well as the knowledge about implementation. But no one talks about the implementation strategies. Those trainees who capture necessary skills to link between theory and practice know many things better than the trainers.

Our proposed programme and activities for 2023-24 and 2024-25 are designed through intensive analytical study and deliberations on present educational status of Jorhat district.

NAS 2021 report and Gunotsav 2022 Reports were discussed with school, parents/guardian and school management committees. Training needs were identified and programmes and activities were designed with action plan and timeline.

Developing Model villages round a Model school in each Cluster.

Summary Report as per DISE 2024-25, JORHAT				
Block	Cluster	Panchayat	Village	Habitations
Central Jorhat	25	15	114	597
East Jorhat	27	14	117	594
Jorhat	32	27	140	837
North west Jorhat	22	18	98	465
Titabar	28	17	152	766
Grand Total	134	111	811	3945

A comprehensive analysis has been done at the State and District level to visualize the current scenario in Elementary education. Our plans and programme are designed to meet the desired goals of children learning by equipping the teachers with the recent effective strategies. Following are only a few snapshots to reflect the situation.

NATIONAL ACHIEVEMENT SURVEY - NAS (Survey of Learning Outcomes)

District Report Card: 2021

District: Jorhat

State: Assam

- 1. Class: 3 Subject: EVS Schools: 41 Students: 795**

Average Performance of Students in EVS (%)										
Overall	Gender		Area		Management group		Social Group			
	Male	Female	Rural	Urban	Govt.	Aided	SC	ST	OBC	Gen
66	66	67	68	60	66	0	68	71	65	68

- 2. Class: 3 Subject: Language Schools: 41 Students: 795**

Average Performance of Students in Language (%)										
Overall	Gender		Area		Management group		Social Group			
	Male	Female	Rural	Urban	Govt.	Aided	SC	ST	OBC	Gen
70	69	70	72	62	69	0	73	80	70	70

- 3. Class: 3 Subject: Mathematics Schools: 41 Students: 795**

Average Performance of Students in Mathematics (%)										
Overall	Gender		Area		Management group		Social Group			
	Male	Female	Rural	Urban	Govt.	Aided	SC	ST	OBC	Gen
64	64	64	66	55	64	0	64	70	65	64

4. Class: 5 Subject: EVS Schools: 43 Students: 767

Average Performance of Students in EVS (%)										
Overall	Gender		Area		Management group		Social Group			
	Male	Female	Rural	Urban	Govt.	Aided	SC	ST	OBC	Gen
56	54	58	56	74	56	0	57	55	54	60

5. Class: 5 Subject: LANGUAGE Schools: 43 Students: 767

Average Performance of Students in Language (%)										
Overall	Gender		Area		Management group		Social Group			
	Male	Female	Rural	Urban	Govt.	Aided	SC	ST	OBC	Gen
62	60	63	61	82	57	0	59	70	57	67

6. Class: 5 Subject: MATHEMATICS Schools: 43 Students: 767

Average Performance of Students in Mathematics (%)										
Overall	Gender		Area		Management group		Social Group			
	Male	Female	Rural	Urban	Govt.	Aided	SC	ST	OBC	Gen
46	45	46	45	75	47	0	44	43	44	50

7. Class: 8 Subject: Language Schools: 79 Students: 1765

Average Performance of Students in Language (%)										
Overall	Gender		Area		Management group		Social Group			
	Male	Female	Rural	Urban	Govt.	Aided	SC	ST	OBC	Gen
58	55	60	58	59	51	36	57	59	53	58

8. Class: 8 Subject: Mathematics Schools: 79 Students: 1765

Average Performance of Students in Mathematics (%)										
Overall	Gender		Area		Management group		Social Group			
	Male	Female	Rural	Urban	Govt.	Aided	SC	ST	OBC	Gen
34	36	34	34	38	31	25	33	36	33	38

9. Class: 8 Subject: Science Schools: 79 Students: 1765

Average Performance of Students in Science (%)										
Overall	Gender		Area		Management group		Social Group			
	Male	Female	Rural	Urban	Govt.	Aided	SC	ST	OBC	Gen
41	42	41	42	40	36	29	43	43	38	46

10. Class: 8 Subject: Social Science Schools: 79 Students: 1765

Average Performance of Students in Social Science (%)										
Overall	Gender		Area		Management group		Social Group			
	Male	Female	Rural	Urban	Govt.	Aided	SC	ST	OBC	Gen
41	42	41	40	47	39	30	41	42	39	46

District Institutes of Education and Training (DIETs)

General Profile of the DIET Jorhat, Titabar

Details of DIETs										
Sl.No	Name of the DIETs	Year of Establishment	Name of the district DIET situated	Status of DIET (Functional/Not Functional)	Full Postal Address	Website	Contact Numbers	Email	Name of the Principal	Mobile No
1	DIET Jorhat	1989	Jorhat	Functional	District Institute of Education and Training (DIET), P.O. Purana Titabar, Dist. Jorhat - Assam, PIN 785632	http://dietetjorhat.in	9859201145	dietetjorhat@rediffmail.com	Ananta Gogoi	9859201145

* District and Pin Code must be mentioned

District for which DIET was sanctioned initially

DIETs: Status of Academic and Para Academic

Sl. No	DIETs Name	Academic Posts											Para Academic Posts																		
		Principal (1)			Vice Principal (1)			Senoir Lecturer (Upto- 6 per DIET)			Lecturers (Upto- 17 per DIET)			Total Academic Posts			Work Education Teacher (1)			Librarian (1)			Laboratory Assistant (1)			Statistician/Accountant (1)			Total Para Academic Posts		
		Sanctioned Posts	Filled Posts	Vacant Posts	Sanctioned Posts	Filled Posts	Vacant Posts	Sanctioned Posts	Filled Posts	Vacant Posts	Sanctioned Posts	Filled Posts	Vacant Posts	Sanctioned Posts	Filled Posts	Vacant Posts	Sanctioned Posts	Filled Posts	Vacant Posts	Sanctioned Posts	Filled Posts	Vacant Posts	Sanctioned Posts	Filled Posts	Vacant Posts	Sanctioned Posts	Filled Posts	Vacant Posts	Sanctioned Posts	Filled Posts	Vacant Posts
1	DIET JORHAT	1	0	1	1	1	0	6	6	0	17	15	2	27	25	2	1	1	0	1	1	0	3	3	0	1	0	1	6	5	1

DIET wise details of Intake and Enrolment in D.El.Ed/D.Ed; B.Ed (general) and B.Ed (Special)																	
SI.No		Name of the DIETs															
D.El.Ed		D.El.Ed/D.Ed						B.Ed (General)						B.Ed (Special)			
April		start of the academic session (Month)						start of the academic session (Month)						start of the academic session (Month)			
YES		Approved by NCTE (Yes/No)						Approved by NCTE (Yes/No)						Approved by NCTE (Yes/No)			
2 YEARS		Duration of the Program						Duration of the Program						Duration of the Program			
2550		Course Fees per Student per year						Course Fees per Student per year						Course Fees per Student per year			
50		Total Intake			Total Intake & Actual Enrolment			1st year		2nd year		Total Intake			Total Intake & Actual Enrolment		
6		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
37		Actual Enrolment			Actual Enrolment			Actual Enrolment			Actual Enrolment			Actual Enrolment			
43		Total Intake			Total Intake			Total Intake			Total Intake			Total Intake			
50		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
6		Total Intake			Total Intake & Actual Enrolment			1st year		2nd year		Total Intake			Total Intake & Actual Enrolment		
32		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
38		Actual Enrolment			Actual Enrolment			Actual Enrolment			Actual Enrolment			Actual Enrolment			
100		Total D.El.Ed/D.Ed Intake			Total D.El.Ed/D.Ed Intake			1st year		2nd year		Total B.Ed (General)			Total B.Ed (General) Intake		
81		Actual total Enrolment in D.El.Ed/D.Ed						Actual total Enrolment in D.El.Ed/D.Ed						Actual total B.Ed (General) Enrolment			
B.Ed.		B.Ed (General)						B.Ed (General)						B.Ed (Special)			
AUGUST		start of the academic session (Month)						start of the academic session (Month)						start of the academic session (Month)			
YES		Approved by NCTE (Yes/No)						Approved by NCTE (Yes/No)						Approved by NCTE (Yes/No)			
2 YEARS		Duration of the Program						Duration of the Program						Duration of the Program			
14000		Course Fees per Student per year						Course Fees per Student per year						Course Fees per Student per year			
50		Total Intake			Total Intake & Actual Enrolment			1st year		2nd year		Total Intake			Total Intake & Actual Enrolment		
23		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
27		Actual Enrolment			Actual Enrolment			Actual Enrolment			Actual Enrolment			Actual Enrolment			
50		Total Intake			Total Intake			Total Intake			Total Intake			Total Intake			
50		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
13		Total Intake			Total Intake & Actual Enrolment			1st year		2nd year		Total B.Ed (General) Intake			Total B.Ed (General) Intake		
29		Actual Enrolment			Actual Enrolment			Actual Enrolment			Actual Enrolment			Actual Enrolment			
42		Total Intake			Total Intake			Total Intake			Total Intake			Total Intake			
100		Total B.Ed (General) Intake			Total B.Ed (General) Intake			1st year		2nd year		Total B.Ed (Special)			Total B.Ed (Special) Intake		
92		Actual total B.Ed (General) Enrolment						Actual total B.Ed (General) Enrolment						Actual total B.Ed (Special) Enrolment			
		B.Ed (Special)						B.Ed (Special)						B.Ed (Special)			
		start of the academic session (Month)						start of the academic session (Month)						start of the academic session (Month)			
		Approved by NCTE (Yes/No)						Approved by NCTE (Yes/No)						Approved by NCTE (Yes/No)			
		Duration of the Program						Duration of the Program						Duration of the Program			
		Course Fees per Student per year						Course Fees per Student per year						Course Fees per Student per year			
		Total Intake			Total Intake & Actual Enrolment			1st year		2nd year		Total Intake			Total Intake & Actual Enrolment		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
		Actual Enrolment			Actual Enrolment			Actual Enrolment			Actual Enrolment			Actual Enrolment			
		Total Intake			Total Intake			Total Intake			Total Intake			Total Intake			
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
		Actual Enrolment			Actual Enrolment			Actual Enrolment			Actual Enrolment			Actual Enrolment			
		Total B.Ed (Special) Intake			Total B.Ed (Special) Intake			1st year		2nd year		Actual total B.Ed (Special) Enrolment			Actual total B.Ed (Special) Enrolment		
		Actual total B.Ed (Special) Enrolment						Actual total B.Ed (Special) Enrolment						Actual total B.Ed (Special) Enrolment			

Admission to D.El.Ed course is done through a state level Pre Entry Test(PET) conducted by SCERT Assam. Merit list is prepared by SCERT. A common Entrance Test(CET) is conducted by university for admission to B.Ed course.

DIETs details of Academic and Para Academic staffing 2022-23

S.No	Name of the Person	Mobile No.	Designation	Nature of Appointment (Regular/Deputation/Contractual)	Post Type (Academic & Para Academic)	Working Since in the Current DIET	Details of Salary withdrawn last month (Rs. In Lakh)	Name of DIET	District in DIET placed	Highest Qualification Obtained
Academic Posts Only										
1	Ananta Gogoi	9859201145	Senior lecturer	Regular	Academic	19/12/2016	134655/-	DIET JORHAT	Jorhat	MFA
2	Dr. Bishnupriya Saikia	9365107671	Senior lecturer	Regular	Academic	13/04/2021	130740/-	DIET JORHAT	Jorhat	MSc(Home Science), PhD
3	Rita Chaliha	8638775683	Senior lecturer	Regular	Academic	04/03/2021	134655/-	DIET JORHAT	Jorhat	MA in Philosophy
4	Krishna Dutta Deka	9435010213	Senior lecturer	Regular	Academic	17/08/2015	126945/-	DIET JORHAT	Jorhat	MA (English), MA (Education),PGDEPA
5	Mukul Phukan	9401140854	Senior lecturer	Regular	Academic	01/08/2022	118965/-	DIET JORHAT	Jorhat	M.Sc. (Physics)
6	Dipak Das	8011155595	Senior lecturer	Regular	Academic	02/08/2022	122490/-	DIET JORHAT	Jorhat	MSc(Physics)
7	JuriNeog	6002043077	Senior lecturer	Regular	Academic	02/01/2023	112215/-	DIET JORHAT	Jorhat	MA in Economics
8	Kalpana Hazarika Gogoi	9706051959	Lecturer	Regular	Academic	20/03/2008	104925/-	DIET JORHAT	Jorhat	M. Sc (Statistics)
9	Netra Gogoi	8011505515	Lecturer	Regular	Academic	12/03/2015	104925/-	DIET JORHAT	Jorhat	MA (Geography)
10	Samikhya Rani Borah	9435728878	Lecturer	Regular	Academic	18/01/2018	78180/-	DIET JORHAT	Jorhat	M.A. in Performing Arts, M.A. in Education
11	Bikash Pegu	7002084012	Lecturer	Regular	Academic	11/03/2019	75915/-	DIET JORHAT	Jorhat	MSW, PGDSRD

12	Jyotshna Borah	7002915796	Lecturer	Regular	Academic	04/06/2019	73710/-	DIET JORHAT	Jorhat	MA, M. Phil
13	Nipu Sahu	9954480875	Lecturer	Regular	Academic	21/09/2019	73710/-	DIET JORHAT	Jorhat	M. Sc. in Mathematics
14	PuspanjaliDoley	6901364895	Lecturer	Regular	Academic	25/09/2019	73710/-	DIET JORHAT	Jorhat	MA (English) M. Phil
15	Sumit Kumar Thapa	8471844641	Lecturer	Regular	Academic	04/12/2019	73710/-	DIET JORHAT	Jorhat	M. P .Ed
16	Dr. Mousumi Baruah	9435595230	Lecturer	Regular	Academic	01/09/2020	71580/-	DIET JORHAT	Jorhat	MA ,M.Ed, PGDHRM, PhD
17	Puna Das	7002821370	Lecturer	Regular	Academic	28/11/2022	71580/-	DIET JORHAT	Jorhat	Master in Economics
18	Rijumoni Payeng	6001986377	Lecturer	Regular	Academic	29/11/2022	78180/-	DIET JORHAT	Jorhat	M.Sc.(Physics)
19	Dr. Kasturi Kotoky	9401815332	Lecturer	Regular	Academic	01/12/2022	73710/-	DIET JORHAT	Jorhat	MA (Philosophy) PhD
20	Dhruba Jyoti Bora	9957262975	Lecturer	Regular	Academic	10/07/2023	75915/-	DIET JORHAT	Jorhat	Master of Social Work (Community Development)
21	Ms. Mandakini Deka	9435068460	Lecturer	Regular	Academic	07/07/2023	75915/-	DIET JORHAT	Jorhat	Masters(English and Mass Communication & Journalism)
22	Purabi Bora	9435607678	Lecturer	Regular	Academic	11/07/2023	71580/-	DIET JORHAT	Jorhat	M.A. in Sociology
Para-Academic Posts Only										
20	Sailendra Barman	6003818167	W.E.Teacher	Regular	Para-Academic	23/06/2005	75030/-	DIET JORHAT	Jorhat	BA Diploma In Craft
21	ManameeKhanikar	7002100781	Librarian	Regular	Para-Academic	22/05/2017	39315/-	DIET JORHAT	Jorhat	MLISC
22	Nandita Dutta	8876196488	Lab Assistant	Regular	Para-Academic	29/08/2012	45045/-	DIET JORHAT	Jorhat	BA

Details of Academic and Para Academic in DIETs before upgradation (2012) and after upgradation (2012)																	
S. No.	Name of DIETs	No of posts sanctioned				Post Filled				Vacant posts				% of vacant posts			
		Academic		Para Academic		Academic		Para Academic		Academic		Para Academic		Academic		Para Academic	
		B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U	B.U	A.U
1	DIET JORHAT		25		23		22		4		3		19		12		82.60

Annexure-VII: General overall information of DIETs in State/UT

1	1	S.No
DIET JORHAT	2	Name of the DIET
1989	3	Year of Establishment
JORHAT	4	Name of the district DIET situated
URBAN	5	Type of DIET (Urban/Rural):
FUNCTIONAL	6	Status of DIET (Functional/Non Functional)
APRIL/AUGUST	7	Academic Session Starts (Month)
YES	8	Registered under Public Finance Management System (PFMS) (Yes/No/Under Process)
4.46	9	Total Area of the DIET (In Acre)
NO	10	Whether DIET has regular Principal (Yes/No)
YES	11	Preservice Programme Running (Yes/No)
YES	12	D.El.Ed Programme is approved by the NCTE (Yes/No)
50	13	D.El.Ed Intake (Only 1st Year)
5100	14	D.El.Ed Actual Enrolment (Only 1st Year)
YES	15	What is the Course fee of D.El.Ed per Student (In Rs)
YES	16	In-Service Programme Running (Yes/No)
YES	17	Whether DIET has functional Programme Advisory Committee (Yes/No)
YES	18	Whether DIET has functional Research Committee (Yes/No)
YES	19	Whether DIET has prepared a detailed database of the Schools (Yes/No)
YES	20	Whether DIET has prepared a detailed database of the BRCs (Yes/No)
YES	21	Whether DIET has prepared a detailed database of the CRCs (Yes/No)
NO	22	DIET has a lab facility for Vocational Training (Yes/No)
YES	23	Whether DIET facilities have conducted any Research Studies including Action Researches (Yes/No)
YES	24	Whether Library facility is available in the DIET (Yes/No)
YES	25	Does the DIET has full time librarian (Yes/No)
YES	26	Electricity is available in the DIET (Yes/No)
NO	27	Does the DIET have a working internet connection (Yes/No)
YES	28	Whether there is a Computer Lab in the DIET (Yes/No)
10	29	Total number of functional computer in DIET (Numbers)
OWN	30	Status of the DIET building (Own/Rented/Running in other Dept)
27	31	Total Number of Rooms in DIET
6	32	Total Number of Rooms used as for instructional purposes as a Classroom
2	33	Number of Boys Toilets (Functional) in DIET
2	34	Number of Boys Toilets (Functional) in DIET
2	35	Number of Female Staff Toilets (Functional) in DIET
2	36	Number of Male Staff Toilets (Functional) in DIET
YES	37	Whether accessible toilet facilities for Differently abled student/faculty are available. (Yes/No)
NO	38	Whether Ramp with handrail is available for Differently abled student/faculty to access the DIET building. (Yes/No)
YES	39	Whether provision of Boys Hostel facility is available in the DIET (Yes/No)
YES	40	Whether provision of Girls Hostel facility is available in the DIET (Yes/No)
NO	41	Whether Faculty Residence/Quarters(working) provision (Yes/No)
YES	42	Whether separate Art & Craft room is available (Yes/No)
YES	43	Whether Seminar Room/Auditorium is available in the DIET (Yes/No)
PAKKA(CONCR ETE)	44	Whether the DIET have boundary wall (No boundary wall/Pakka (Concrete)/Barbed Wire/Fencing Hedges)
BOTH	45	What is the provision of Lab/Demonstrating Schools for Student Teachers (Inside DIET Premises/Outside DIET)
9859201145	46	DIET Contact Number (Official)
diefjorhat@rediff mail.com	47	Email ID (Official)
http://diefjorhat.in	48	DIET Website

Research Activities conducted by DIET in 2022-23 and 2023-24

Sl.No	DIETs Name	Conducted Research (Yes/No)	Research Title	Area of Research	Status of Research
1.	DIET, Jorhat	Ye s	Report on Teachers' Performance Appraisal	Teacher Educatio n	Report submitted to SCERT
2		Ye s	A study on the effectiveness of systematic practice on reducing the mistakes committed in writing homophones among the students of class VI of Pragati M.E School ,Titabar.	School Educatio n	completed
3		Ye s	A study on elimination of mistakes in subtraction operations related to borrowing through Vedic Mathematics rule in class V of Bebejia L.P School ,Titabar.	School Educatio n	completed
4		Ye s	Effectiveness of Concept Attainment Model of teaching on achievement of class VIII students in General Science of F M BiranaSiyek ME School	School Educatio n	completed
5		Ye s	Enhancing 2D Shape making skills among class III students of 146 no. Bakhar bora LP School, Titabar, Jorhat through paper folding and cutting activities	School Educatio n	completed
6		Ye s	Use of TLM and sufficient drilling in solving the problem of Assamese word recognition with combined letters by the students of Class III in Nabajyoti LP School, Jorhat	School Educatio n	completed
7		Ye s	The effectiveness of Game- based activities in solving subtraction problem among the students of Class- II of Jorhat Abhijantrik Adarsha LP	School Educatio n	completed
8		Ye s	A Study on the Role of Sound Drill in Enhancing Pronunciation in English Among Students of Class IV of Kachajan L.P School.	School Educatio n	completed
9		Ye s	A study on the effectiveness of activity- based learning on the use of Assamese 'swarasihna' in class IV among the students of Boisahabi Bagan LP School	School Educatio n	completed
10		Ye s	The effect of map reading practices in enhancing the ability to locate important places on an outline map of Assam among the students of Class VIII of Gomati Devi High School, Titabar	School Educatio n	completed
11		Ye s	A study on "Effect of mock-drill in enhancing awareness on school preparedness, mitigation and preventive measures during disaster/emergency situation among the students of Class VIII of Town High School, Titabar	School Educatio n	completed
12		Ye s	A study on the role of TLM and rigorous practice by the students of class iii for improving place value concept of Nabajyoti L.P school	School Educatio n	completed
13		Ye s	Effectiveness of role play as a classroom technique in enhancing communication skills in English among Elementary School Children of four schools at Titabar Block.	School Educatio n	completed
14		Ye s	The effect of sports integrated learning on findings measurement of Geometrical Shapes of class VIII students of Amguri Khat High School , Titabar.	School Educatio n	completed

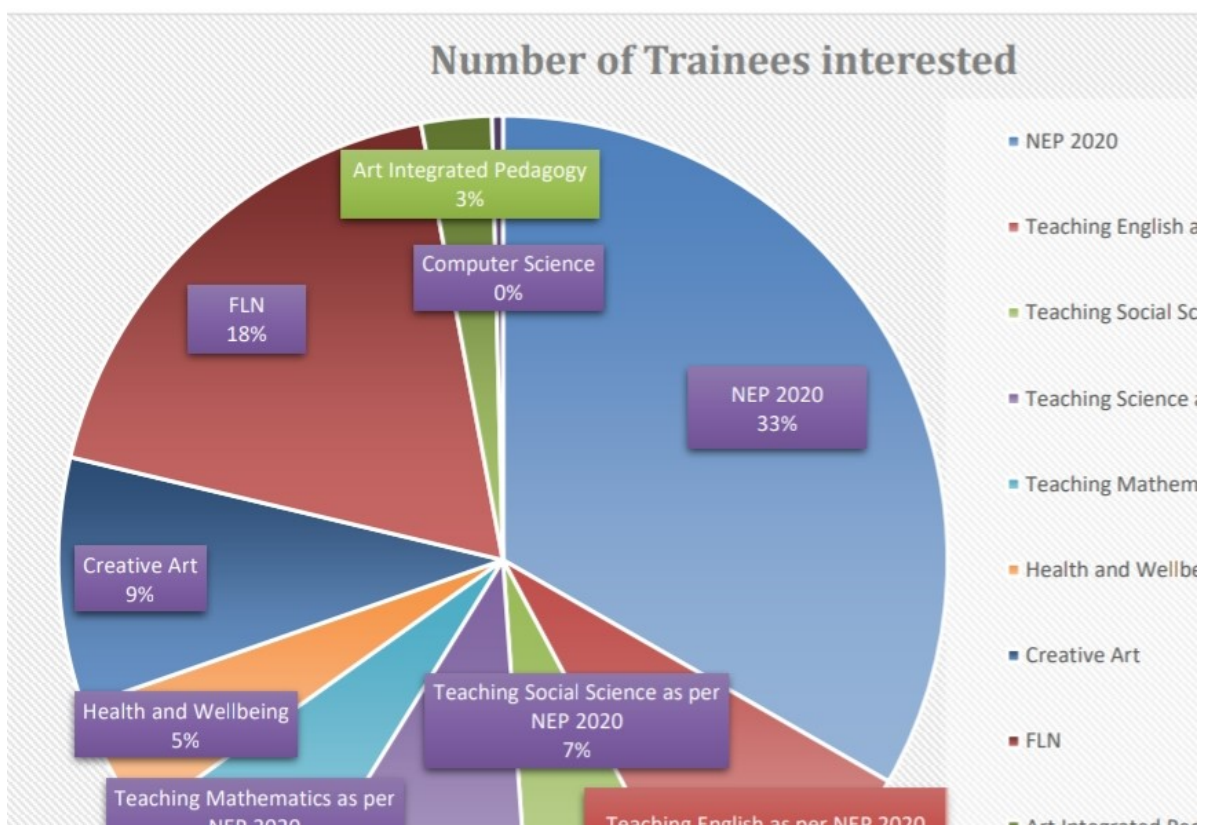
Programmes and activities conducted by DIET 2022-23

Sl.No	DIETs Name	Programme & Activities Organised (Yes/No)	Name of the Programme	Duration & Date	Target Group
1.	DIET, JORHAT	Yes	Integration of Value Education in School Curriculum for DIET faculties of Tinsukia, Dibrugarh, Sibsagar, Jorhat, Dhemaji and Golaghat	27 th April - 29 th April, 2023	Teacher Educators and teachers
2		Yes	Consultation programme on NCF-2023 (draft) with special focus on Social Science Pedagogy	02 th June - 03 rd June 2023	Teachers
3		Yes	Teaching Training Program on Teaching Science and mathematics in the light of NEP2020	06 th June - 9 th June 2023	Teachers
4		Yes	Creating Literary and Cultural Cell at DIET, Jorhat, Titabar	9 th June 2023	Teachers
5		Yes	Art Education Workshop	03 rd April and 4 th April 2023	Teachers
6		Yes	District Level Yoga Olympiad 2023 in collaboration of International Yoga day	25 th May 2023	Students
7		Yes	Orientation Programme on Organic Farming and visit to organic farming unit of AAU, Jorhat	23 rd and 24 th May 2023	Students
8		Yes	Training Programme on Career Guidance and counselling	3 rd and 4 th April 2023	Students and teachers
9		Yes	8- Day Workshop on Creative writing	17 - 26 July 2023	Teachers and Students
10		yes	15 Day Summer Programme on Positive well Being and communication skills for elementary school children	15 July to 30 July	School children
11	Yes	Academic Exchange programme: Learning Visit to DIET Tinsukia	18-19 September 2023	D.ElEd Students and Faculty	

Faculty Development Programs conducted by DIET 2023-24

SLNo	DIETs Name	Faculty Development Programs Organised (Yes/No)	If, Yes Name of the Programme	Duration & Date	Target Group
1.	DIET, Jorhat	Yes	Teachers training need analysis	19 August 2023	Faculty members/Teachers
2	DIET, Jorhat	yes	Mental health and Positive well being	19 th September 2023	Faculty members/students

Proposed Programme and Activities were planned as per Training Need conducted in the district to identify teachers training need. A total of 910 teachers responded via Google form. A summary is represented in the fig. given below.



Details of the proposal under Programme & Activities conduct by SCERT and DIETs in 2024-25 and 2025-26

Sl. No	Title Of The Programme	Objectives	Target Group	Duration	Outcome	Estimated Expenditure
1	5 day workshop on communication skills for teachers teaching English at Upper primary stage	Participants will be able to- 1. Develop basic communication skill of the learners. 2. Develop a positive attitude in the students in learning English, 3. Build their self-confidence.	50 Teachers teaching at elementary stage	5 days	Participants will- 1.develop their speaking skills 2.create an environment suitable for learning English, 3. design classroom techniques to provide sufficient practise and drill to improve learners fluency in English.	Rs.50.000
2	Developing model clusters: Empowering CRCCs	1.Form CRCC council in the district 2.Empower CRCCs 3.Develop one 4.Model cluster in each Educational Block	CRCCs of 5 clusters	6 months	The CRCC's will be able to- 1. Pursue clear objectives related to an overall vision. 2. Build commitment to these objectives throughout the system. 3. Invest in cost effective inputs. 4. Empower schools, and teachers. 5. Develop community support through PTAs or SMCs. 6. Establish an administrative structure that provides support to school. 6. Provide permanent opportunities for in-service training to teachers. 7 .Set up effective monitoring system	Rs.100,000

3	Reading Hub for Early Grade learners	1. To carry out systematic study of the opportunities available. 2.To tryout various strategies to Enable all children to read and respond with comprehension and independently write with understanding.	Pre primary children of practicing school	2 years	1. Findings may be utilized for programmes and policies. 2. DIET as an institution for innovation may take the lead to ascertain the degree of preparedness for early learners.	Rs.100,000
4	Developing Model villages round a Model school in each Cluster.	1. To render service to the community by creating and sustaining a culture of cooperative living . 2.To empower the village community particularly youth, women and children	The village and the school	1 years	1. Develop a culture of cooperative living. 2. Maintain good physical health and positive well being.	Rs 80,000
5	3 Days Training Programme on Pedagogical Leadership	1. To enable the participants to transform teaching - learning process as expected by NEP-2020. 2. To enable to develop professional learning community in schools. 3. To empower the participants to be committed to change management.	A total of 163 nos. of Head teachers of M.E (125) and M.V. (38) Schools of Jorhat District	3 days	The participants will develop the pedagogical skills to provide effective T-L process 2. The participants will be able to design content, vision and dynamics 3. The participants will be committed to change management for creating good classroom and school environment.	Rs. 236000 /-

6	7 days training cum workshop programme on teaching Social Science at the line of NEP-2020 for secondary level teachers of Jorhat district	To orient the teachers about the new approaches, methods and techniques of teaching Social Science in the line of NEP-2020	100 numbers of secondary level teachers including 20 teachers from each educational blocks of Jorhat district	One week (7 days)	The Social Science teachers will redesign their classroom techniques to meet desired learning outcomes. The programme will contribute to their professional growth	Rs.1,80,000/-
7	A four days' workshop on implementation of Ka-Sreni Curriculum covering all domains.	To help the teachers to bridge the gap from pre-primary to primary level.	Preparatory level teachers.	4 days	Teachers will understand the techniques to bridge the gap of pre-primary and primary level.	Rs.150000/-
8	3 Days awareness programme on integration of orientation vocational education with school curriculum	To orient the teachers (LP& UP) about the integration of vocational education with school curriculum 2. To familiarize the three forms of work as outlined in the NCF-2023 (draft)	60 teachers (LP&UP) of Lab area school of DIET, Jorhat	3 Days	Teachers will be aware on the importance of integration of vocational education with school curriculum.	Rs. 41,900/-

9	Development of a vermicompost unit in DIET, Jorhat Campus	1. To familiarize the concept of vermicompost among teacher trainees of DIET 2. To orient the teacher's trainees about the production process of vermicompost	Teachers trainees and all the teachers of Jorhat districts	6 months	1. At the end of the project, it enables the teacher trainees to understand the production process of vermicomposting. 2. It enables commercialize the product as a source of earning. 3. It facilitates learning by doing.	Rs. 100000/- (one lakh)
10	Development of a nursery as a vocational unit	Objective of the Programme 1. To impart knowledge and skills necessary for raising a nursery for D.El.Ed. trainees of DIET 2. To develop a nursery in DIET as a vocational unit.	D.El.Ed students	6 months	1. It promotes experimental learning among the teacher trainees of DIET. 2. It helps in understanding the process of nursery raising and build confidence to take up as a vocation.	Rs 10,0000/- (one lakh)
11	5 Day orientation on creating an inclusive Classroom for teachers teaching at elementary level	1. to develop a pool of resource Teachers on inclusive education 1.to Identify learning disabilities 2. to familiarize with the pedagogy on inclusive Education	50 teachers (10 from each educational block)	5 days	1.Share training inputs with other teachers in cluster meet. Identify children need. 2.Design strategies to meet the challenges	Rs,106500

12	Exposure visit of faculties to other states	1. To learn the existing TL process as well as to experience with the other state learning environment. 2. To exchange of ideas with the other state DIETs/TEIs	1. 10 Nos. faculties 2. Place of visit & date of visit will be as per convenience to as per the allotment of fund.	7 days	1. Faculties will be enriched with new experiences. 2. Faculties will be able to apply new experiences in the T/L process of own DIETs	2,00,000/-
13	Student Teachers Educational exchange programme with other TEIs within the state	1. To exchange Student-Teachers ideas and concepts with the student teachers of other TEIs 2. To experience with the innovative work of other TEIs	D.El.Ed. Trainees	2 days	1. It breaks the monotony and provide relaxation. 2. It helps in modification of behaviour. 3. It encourages the student teachers to engage in their future course work in an effective manner.	1,50,000/-
14	Physical Education and Well being Lab	To create Physical Education and Well-being learning Lab	B. Ed and D.El.Ed Trainee and School Teachers of Jorhat district	2 years	To build professional competency of Physical Education and Well-being among Teachers trainee and School Teachers of Jorhat district	200000/-
15	Workshop on Sports integrated Pedagogy for LP level Teachers of Jorhat District	To orient sports integrated Pedagogy for LP School teachers as per NEP 2020	50 LP level Teachers including 10 teachers from each Educational block of Jorhat District	5days	Enhance professional competency of sports integrated pedagogy in Teaching Learning process.	Rs.1.50000(One lakh fifty thousand only)

Details of the proposal under Specific projects for Research activities including Action Research conduct by SCERT and DIETs during 2024-25 and 2025-26.

Sl. No	Title of the Study	Objective of the Study	Target Group	Duration of the Study	Expected Outcome	Financial Estimation
1	A Study on the Effect of TLM in Enhancing Punctuation in English among the students of class 2.	1.To compare the means score of students achievement in Punctuation in English among students of class 2 before and after using effective TLM in English	Class 2, No. of students:15	2 months	The students will be able to use punctuation marks accurately while framing sentences and short passages.	Rs:15000/
2	A study on suggestive ways for maintaining hygiene, health and managing waste among the students of class V of Ward no: 4 Primary School, Jorhat	To compare the mean score of students' awareness test before and after providing intervention through good hygiene and waste management practices	Students from Class V	2 Months	Able to maintain a good health and hygiene, and promotes responsible waste management habits among children	Rs 17,500/-
3	Effectiveness of frequent writing practices in use of behavioral terms in writing instructional objectives of lesson plan of social science among the 3rd semester D.El.Ed. trainees of DIET, Jorhat.	1.To compare the mean score of before and after providing intervention through frequent writing practices in use of behavioral terms.	D.El.Ed trainees of 3rd Semester	Two months	The trainees of D.El.Ed 3rd Semester will be able to write instructional objectives of Social science using behavioral terms properly.	Rs.14000/-
4	A study on effectiveness of Daily drill practice on the improvement of loud reading skill in Assamese language among students of class iii in 133 no BongalPukhuri L.P.S.	To compare the mean score before and after providing intervention through daily drill practice on the improvement of loud reading skill.	Students of class iii	Two months	The students will be able to read loudly with proper stress and intonation.	Rs.14000/-

5	An action research on the role of rational analysis using fundamental reasoning and learning materials on recognition and understanding of the simple geometrical shapes of the students of class IV.	To compare the mean score of student's achievement in recognition and understanding simple geometrical shapes among the students of class IV, before and after using rational analysis using fundamental reasoning and LM.	35 nos. of students of class IV of F.M. Birina Sayek M.E. School of Titabar.	One month	It is expected that the interventions, rational analysis using fundamental reasoning and LM, will develop a better understanding of the simple geometrical shapes and recognising the same among the students of said class and school.	Rs.19500/-
6	Enhancing 2D shape making skills through paper folding among class II students of Kachukhat Adarsha LPS, Titabar, Jorhat	To compare the mean score of 2D shape making skills before and after paper folding practices.	15 class II students	2 months	The students will understand the concept of 2D shape through paper folding	Rs. 15000/-
7	An Action Research for Enhancing Students' Understanding on Use of Articles (a, an, the) through TLM and rigorous literary practice in Class 5 of 3No RangdoiBamun Gaon LP School under North-West Block of Jorhat District, Assam.	To compare the mean score of students' achievement in using articles (a, an, the) in English among students of Class 5 of 3No RangdaiBamun Gaon LP School before and after using proper TLM and providing rigorous literary practice in use of articles.	Class 4	45 days	<ol style="list-style-type: none"> 1. The students will be able to apply the articles (a, an, the) correctly in writing and speaking English Language 2. The students will be able to overcome their confusion regarding proper use of articles in English sentences 3. The students will develop interest and curiosity to learn English language 	Rs.18000.00
8	Effectiveness of TLM for solving the problems related to geometrical shapes in Class V students of Cinnamara LP school.	To use TLM to solve geometrical shape problems.	Class -V (10 numbers)	2 months	The students will use TLM to solve problems related to geometrical shapes	Rs 14000/

11	<p>A Study on the Impact of School Leadership Traits of School Heads on Students' Academic Achievement and other attributes of Secondary Schools of North-West Block of Jorhat District (Applied Research)</p> <p>by Mukul Phukan, Sr. Lecturer, DiET, Jorhat & Dr. Kasturi Kotoky, Lecturer, DIET, Jorhat</p>	<ol style="list-style-type: none"> 1. To assess the school leadership traits of school heads of the secondary schools of North-West Block of Jorhat District 2. To assess the students academic achievement and other attributes of secondary schools of North-West Block of Jorhat District 3. To find out whether there is any impact of school leadership traits of school heads on students' academic achievement and other attributes of secondary schools of North-West Block of Jorhat District 4. To suggest measures for building school leadership traits among school heads for overall upliftment of the school 	School Heads of secondary schools of North-West Block of Jorhat District	6months	<ol style="list-style-type: none"> 1. The study will help us know about the leadership traits acquired from the certificate course of leadership 2. The study will enable the researchers to collect information about their School Development Plan and steps taken for its effective implementation 3. The study will help us to know about the impact of school leadership on students' achievement and other attributes of secondary schools 	Rs. 1,80,000.00
12	<p>An action research on the impact of singing alphabet songs and playing alphabet games with sufficient drill and practice on improving the reading and writing of English alphabets among the students of class II .</p>	<p>To compare the mean score of the student's achievement in reading and writing of English alphabets in class II , before and after the use of regular singing alphabet songs and playing alphabet games along with sufficient drill and practice .</p>	25 nos of class II students of F.M. Birina Sayek M.E. School , Titabar.	45 Days.	<ol style="list-style-type: none"> 1. The students will be able to develop reading and writing skills . 2. This research will help the teacher , co-researcher, to get reflection and thereby take more innovative steps in future. 3. The students will develop interest in learning English language. 	Rs. 18500/-

13	Effectiveness of exhibits in enhancing understanding of cultural changes of class V students of AjjurRohman ME School, Titabar	To compare the mean score of the students' achievement in understanding cultural changes among the students of class V of AjjurRohman ME School, Titabar	Students from class V	2 Months	able to understand the evolutions of culture .	Rs. 20,500/-
14	Enhancing 2D shape making skills through paper folding among class II students of Kachukhat Adarsha LP School, Titabar, Jorhat.	To compare the mean score of 2D shape making before and after paper folding practices.	15 class II students	2 months	The students will understand the concept of 2D shape through paper folding practices.	Rs.16000/-
15	A study on the problem of students dropout in Government Primary schools of Jorhat educational block.	To find out the causes of the students dropout and to suggest measures to address the issue.	50 Lower Primary schools of Jorhat educational block selected through random sampling technique	Six months	This research will help the authority/government in taking appropriate steps towards mitigating the issue of drop out.	Rs.1, 50,000(One lakh fifty thousand only)
16	Accessibility of children with special needs and learning outcomes in primary schools of Assam	To study the relationship between accessibility of children with special needs and learning outcomes in primary schools of Assam	Primary School Students with Special Needs	1 Year	There is a high degree of co-relation between accessibility of children with special needs and learning outcomes in primary schools of Assam.	Rs.50000/-

17	A study on the role of School Management Committee(SMC) in Government Primary Schools of Jorhat educational block.	To find out what kind of role is played by SMCs in government Primary schools and to also to suggest measures for ensuring active role of SMC.	50 Primary Schools of Jorhat educational block	Six months	This research will help the authority to identify the causes of weak role of SMC in some government schools and also to help the authority/government to take necessary steps to strengthen the role of SMCs all over the state.	Rs.1,60,000 (One lakh sixty thousand only)
18	Gender based drop out rate at secondary schools in Tea Garden Areas, Jorhat District	To study the class wise drop out rate on the basis of gender at secondary schools	Secondary School Students	1 Year	Students drop out rate at Tea Garden Areas of Jorhat District is Not Gender Neutral.	Rs.50000/-
19	A study on Effect of Recreational Physical activity on Health related Physical fitness, Psycho-motor development and Positive well-being among class I students of Amgurikhat High School.	To develop health related Physical Fitness To develop Psycho-motor development among class I student of amguri ghat high school. To achieve Positive wellbeing among the students of class I	Class I students of Amgurikhat High School	one month	Develop Health related Physical fitness, Psycho-motor development and Positive well-being.	Rs.50000/-

DIET Salary Sheet (Academic and Para Academic Posts) 2024-25

Category	Total Sanctioned posts	Total Working Posts	Minimum Salary of Single Posts	Maximum Salary of Single Post	Average 1 Month Salary of single Posts	Proposal of the Salary for all the Working Posts
Proposal for Academic Posts Salary						
Principal	1	0	44500	110000	62345	0
Vice Principal	1	1	43900	110000	61621	1664280
Sr. Lecturer	6	6	43900	110000		9268380
Lecturers	17	15				14587560
Total Academic Post (A)						2,55,20,220
Proposal for Para Academic Posts Salary						
Work Education Teacher						927180
Librarian						485820
Laboratory Assistant	3	3				1897560
Statistician/Accountant	1	0	22000	60500	33600	0
Total Para Academic Post (B)						3310560
Total DIETs Salary (A+B)						2,88,30,780

DIET Salary Sheet (Academic and Para Academic Posts) 2025-26

Category	Total Sanctioned posts	Total Working Posts	Minimum Salary of Single Posts	Maximum Salary of Single Post	Average 1 Month Salary of single Posts	Proposal of the Salary for all the Working Posts
Proposal for Academic Posts Salary						
Principal	1	0	44500	110000	62345	0
Vice Principal	1	1	43900	110000	61621	1714140
Sr. Lecturer	6	6	43900	110000		9545760
Lecturers	17	15				15023340
Total Academic Post (A)						2,62,83,240
Proposal for Para Academic Posts Salary						
Work Education Teacher						954900
Librarian						500220
Laboratory Assistant	3	3				1954080
Statistician/Accountant	1	0	22000	60500	33600	0
Total Para Academic Post (B)						3409200
Total DIETs Salary (A+B)						2,96,92,400

2024-25

Salaries* of Teacher Educators (TEIs) <i>As per actual (Recurring /year). Central support for salary of Teacher Educators for 60% of the filled-up posts created and filled after 2012, respectively.</i>	Teacher Educators Salary in (TEIs)			
	Academic Posts Only			
	SCERTs			
	DIETs			15312132
	BITEs			
	CTEs			
	IASEs			
	Para Academic Posts Only			
	SCERTs			
	DIETs			1986336
	BITEs			
	Total of Teacher Educator Salary (Academic + Para Academic Posts)			

2025-26

Salaries* of Teacher Educators (TEIs) <i>As per actual (Recurring /year). Central support for salary of Teacher Educators for 60% of the filled up posts created and filled after 2012, respectively.</i>	Teacher Educators Salary in (TEIs)			
	Academic Posts Only			
	SCERTs			
	DIETs			15769944
	BITEs			
	CTEs			
	IASEs			
	Para Academic Posts Only			
	SCERTs			
	DIETs			2045520
	BITEs			
	Total of Teacher Educator Salary (Academic + Para Academic Posts)			

Technology Support (2024-2025)					
Under Recurring					
Sl. No.	Items	Qty	Amount	Total Amount	Justification
1	Quick Hill Total Security Antivirus	20	1500	30000	
2	Keyboard (USB)	6	1200	7200	
3	Mouse (USB)	6	500	3000	
4	Keyboard and Mouse (wireless)	2	2900	5800	
5	Website creation and Renewal fee	1	30000	30000	
6	Tonner 136A (HP LaserJet MFP 136a)	4	3500	14000	
7	Ink Set (Epson L4260)	2	4000	8000	
8	Xerox machine tonner (Konica Minolta 165)	6	4000	24000	
9	Internet connectivity and recharge	1	16000	16000	
10	Pendrive	2	2000	4000	
11	Electrification maintain, purchase and repairing	1	15000	15000	
12	A4 Paper	10	400	4000	
13	Legal Paper	10	450	4500	
14	Computer/Laptop maintainance and repairing	1	40000	40000	
15	Electronics equipment repairing (xerox, Printer etc.)	1	34500	34500	
	TOTAL			240000	

Technology Support (2025-2026)					
Under Recurring					
Sl. No.	Items	Qty	Amount	Total Amount	Justification
1	Quick Hill Total Security Antivirus	20	1500	30000	
2	Keyboard (USB)	6	1200	7200	
3	Mouse (USB)	6	500	3000	
4	Keyboard and Mouse (wireless)	2	2900	5800	
5	Website creation and Renewal fee	1	30000	30000	
6	Tonner 136A (HP LaserJet MFP 136a)	4	3500	14000	
7	Ink Set (Epson L4260)	2	4000	8000	
8	Xerox machine tonner (Konica Minolta 165)	4	4000	16000	
9	Internet connectivity and recharge	1	16000	16000	
10	Pendrive	2	2000	4000	
11	Electrification maintain, purchase and repairing	1	15000	15000	
12	A4 Paper	10	400	4000	
13	Legal Paper	10	450	4500	
14	Computer/Laptop maintenance and repairing	1	40000	40000	
15	Electronics equipment repairing	1	42500	42500	
	TOTAL			240000	

Technology Support (2024-2025)					
Under Non-Recurring					
Sl. No.	Items	Qty	Amount	Total Amount	Justification
1	Desktop (Desktop, i3 12 Gen, 8GB RAM, 512 GB SSD, Win 11, MSO 21 Home, USB Monitor, Keyboard Mouse. Make: HP)	6	68000	408000	
2	800VA UPS	6	4000	24000	
3	Computer Table and chair	6	18500	111000	
4	Steel Almirah	2	26000	52000	
5	Wireless mic	1	21000	21000	
6	Ink tank printer, 4 colour, Epson L4260	1	24000	24000	
	TOTAL			640000	

Technology Support (2025-2026)					
Under Non-Recurring					
Sl. No.	Items	Qty	Amount	Total Amount	Justification
1	Air Condition (2 Ton)	2	80000	160000	
2	Language Lab console setup	1	70000	70000	
3	Desktop (Desktop, i3 12 Gen, 8GB RAM, 512 GB SSD, Win 11, MSO 21 Home, USB Monitor, Keyboard Mouse. With UPS Make: HP)	4	72000	288000	
4	Computer Table and chair	4	18500	74000	
5	Inverter with Battery	1	40000	40000	
6	Presentation Slide Changer	2	4000	8000	
	TOTAL			640000	

Annual Grant

Infrastructure:

Sl. No.	Items	Estimation(Approx)
1	2 Nos of electric generator	INR 200,000.00
2	3 Nos of desk top computer	INR 225,000.00
3	Purchasing of chair and tables	INR 150,000.00
4	Water purifier cum cooler	INR 150,000.00
5	Erection of flag arena, main gate	INR 250,000.00
6	Construction of car and bike shade	INR 500,000.00
7	Purchasing of musical instruments	INR 200,000.00
8	Purchasing of sports equipment s	INR 300,000.00
9	Purchasing of books for library	INR 200,000.00
10	Purchasing of book shelves for library	INR 200,000.00
11	Purchasing of sound system for auditorium	INR 200,000.00
12	Renovation of kitchen and dining hall	INR 300,000.00
13	Renovation of female toilets	INR 200,000.00
14	Drinking water facility (water boring)	INR 300,000.00
	Total	INR 3,375,000.00
